

# **Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs**

**A Handbook for  
Teacher Educators  
&  
Program Reviewers**



**2006**



# **California Commission on Teacher Credentialing**

**Arnold Schwarzenegger, Governor  
State of California**

**2006**

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# **Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Preparation Programs**

## **Table of Contents**

Foreword.....	vii
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### **Part 1: Introduction to Subject Matter Program Standards**

A. The Commission's Responsibilities for Program Standards .....	1
1. Overview of Standards for Preliminary Teacher Preparation Programs .....	1
2. Standards for Subject Matter Preparation for Prospective Teachers.....	2
3. The Standards Development Process .....	2
a. Essential Reference Documents Used by Subject Matter Panels .....	3
b. Field Review of Draft Standards .....	4
c. Adoption of Standards by the Commission .....	4
B. Alignment of Subject Matter Program Standards and Subject Matter Assessments .....	4
C. Single Subject Teaching Credentials.....	5
D. Contacting the Commission.....	5

### **Part 2: Standards of Quality and Effectiveness for the Subject Matter Program in Business**

A. Overview and Introduction to the Handbook.....	6
1. Contributions of the Business Advisory Panel.....	6
2. Definitions of Key Terms .....	6
B. The Business Standards .....	8
1. Preconditions for the Approval of Subject Matter Programs in Business .....	8
2. Standards of Quality and Effectiveness for the Subject Matter Program in Business .....	9
a. Standards Common to All Single Subject Matter Preparation Programs .....	9
Standard 1 Program Philosophy and Purpose.....	9
Standard 2 Diversity and Equity .....	10
Standard 3 Technology.....	11
Standard 4 Literacy .....	12
Standard 5 Varied Teaching Strategies .....	13
Standard 6 Early Field Experiences.....	14
Standard 7 Assessment of Subject Matter Competence.....	15
Standard 8 Advisement and Support.....	16
Standard 9 Program Review and Evaluation.....	17
Standard 10 Coordination.....	18

b. Program Standards for Business.....	19
Standard 11 Business Management .....	19
Standard 12 Accounting and Finance .....	20
Standard 13 Marketing .....	21
Standard 14 Information Technology (Computer/Information Systems) .....	22
Standard 15 Economics .....	23
Standard 16 Business Environment and Communication .....	24
c. Subject Matter Requirements for Prospective Teachers of Business	
(1.) Introduction.....	25
(2.) Content Domains for Subject Matter Knowledge and Skills in Business .....	25
Domain 1. Business Management.....	25
Domain 2. Accounting and Finance.....	27
Domain 3. Marketing .....	28
Domain 4. Information Technology.....	29
Domain 5. Economics .....	30
Domain 6. Business Environment and Communication .....	31
(3.) Subject Matter Abilities Applicable to the Content Domains in Business .....	33

### **Part 3: Implementation of Standards of Quality and Effectiveness for Subject Matter Programs in Business**

A. Standards Implementation Processes .....	34
1. Process for Cyclical Review and Improvement of Subject Matter Standards .....	34
2. Process for Adoption and Implementation of Standards .....	34
3. Transition and Implementation Timelines for Programs.....	34
a. Program Transition Timeline .....	34
b. Program Implementation Timeline.....	35
c. Implementation Timelines for Candidates.....	35
4. Technical Assistance for Program Sponsors.....	36
5. Process for Review and Approval of Program Documents Submitted to the Commission.....	36
a. Selection, Composition and Training of Program Review Panels .....	36
b. Steps in the Review of Programs.....	37
B. Submission Guidelines for Single Subject Matter Program Documents.....	39
1. Transmittal Instructions .....	39
2. Organization of Required Documents .....	39
3. Developing Responses to the Standards .....	40
a. Responses to the Common Standards .....	40
b. Responses to the Program Standards.....	41
4. Packaging a Submission for Shipment to the Commission .....	41
5. Transmittal Cover Sheet Template.....	43

## Foreword

One of the purposes of education is to enable students to learn the important subjects of the school curriculum so they can further their professional goals and function effectively in work, society and family life. Each year in California, hundreds of students enroll in business classes with teachers who are certified by the Commission on Teacher Credentialing (CTC) to teach those classes in public schools. The extent to which students learn to engage in and utilize business depends substantially on the preparation of their teachers in business and the quality of the teaching of business.

The Commission is the agency of California government that licenses teachers and other professionals who serve in the public schools. As the policymaking body that establishes and maintains standards for the education profession in the state, the Commission is concerned with the quality and effectiveness of the preparation of teachers and other school practitioners. On behalf of the education profession and the general public, the Commission has an important responsibility to establish and implement strong, effective standards of quality for the preparation and assessment of credential candidates.

California teacher candidates are required to demonstrate competence in the subject matter they will be authorized to teach. Candidates for the Single Subject Teaching Credential have two options available for satisfying this requirement: they can either complete a Commission-approved subject matter preparation program, or they can pass the appropriate Commission-adopted subject matter examination(s) (Education Code sections 44280 and 44310). Because they satisfy the same requirement, these two options are to be as aligned and congruent as possible.

However, the substance and relevance of the single subject matter program standards and the validity of examination specifications (i.e., subject matter requirements) is not permanent. The periodic reconsideration of subject matter program standards and the need for periodic examination validity studies are related directly to one of the Commission's fundamental missions: to provide a strong assurance that teaching credentials issued by the Commission are awarded to individuals who have the knowledge, skills, and abilities that are needed in order to succeed in public school teaching positions in California. Best professional practice related to the program standards and the legal defensibility of the examination specifications require that the standards and specifications be periodically reviewed and rewritten, as job requirements and expectations change over time (Education Code sections 44225i, j, 44257, and 44288).

In the mid-1990s, the Commission developed and adopted standards for single subject matter preparation programs and, at the same time, specifications for the single subject matter examinations. This work was based on the advice of subject matter advisory panels and data from validity studies, and resulted in program standards and examination specifications that were valid and closely aligned with each other. Those subject matter standards and specifications were adopted by the Commission in 1998 and are still in use today. They are now being replaced by the subject matter requirements and single subject matter standards adopted by the Commission in 2006, as presented in this handbook.

The Commission's responsibility for establishing high standards for teachers is based, in part, on three major pieces of legislation. In 1988, 1992 and 1998 the Legislature and the governor enacted legislation sponsored by the Commission that strengthened the professional role of the Commission and enhanced its authority to establish rigorous standards for the preparation and assessment of prospective teachers. These reform laws were Senate Bills 148 (Chapter 1355, Stats. 1988), 1422 (Chapter 1245, Stats. 1992) and 2042 (Chap. 548, Stats.1998). As a result, the Commission has taken on new responsibilities for establishing and maintaining rigorous levels of quality in teacher preparation and competency for beginning teachers. To implement these three statutes, the CTC has developed new standards, subject matter requirements and other policies collaboratively with representatives of postsecondary institutions, teachers and administrators in public schools, and statewide leaders involved in public education. This work was done in alignment with the State Board-adopted academic content standards and/or frameworks for K-12 students, and, as required by SB 2042 (Chap. 548, Stats.1998), the K-12 student academic content standards are reflected in the Commission's teacher preparation and subject matter preparation program standards.

The revision of Commission standards pursuant to SB 2042 (Chap. 548, Stats.1998) was undertaken in three phases. Single subject matter advisory panels were established to assist in this important work. The first two phases of single subject matter advisory panels addressed the content areas of English, mathematics, science, social science, art, music, languages other than English, and physical education. These panels completed their work over a two year period from 2001-2003. The third and final phase of single subject matter panels was accomplished in 2004, and addressed the subject areas of agriculture, business, health science, home economics, industrial and technology education, and languages other than English: American Sign Language. The new subject matter standards developed by all of the panels were grounded in and aligned with the academic content standards for California K-12 students.

## **Part 1: Introduction to Subject Matter Program Standards**

### **A. The Commission's Responsibility for Program Standards**

The Commission fulfills one of its responsibilities to the public and to the profession by developing, adopting and implementing standards of program quality and effectiveness. In the process of upholding high standards for the preparation of teachers, the Commission also respects the considered judgments of educational institutions and professional educators, and holds educators accountable for excellence. The premises and principles outlined below reflect the Commission's approach to fulfilling its responsibilities under the law. The Commission asked the single subject advisory panels to apply these general principles to the development of standards for single subject matter programs.

- 1) The status of teacher preparation programs in colleges and universities should be determined on the basis of standards that relate to significant aspects of the quality of those programs.*
- 2) There are many ways in which a teacher preparation program could be excellent.*
- 3) The curriculum of teacher preparation plays a central role in a program's quality.*
- 4) Teacher preparation programs should prepare candidates to teach the public school curriculum effectively.*
- 5) In California's public schools, the student population is so diverse that the preparation of educators to teach culturally diverse students cannot be the exclusive responsibility of professional preparation programs in schools of education.*
- 6) The curriculum of a teacher preparation program should be based on an explicit statement of purpose and philosophy. An excellent program also includes student services and policies such as advisement services and admission criteria.*
- 7) The assessment of each student's attainments in a teacher preparation program is a significant responsibility of the institution that offers the program.*
- 8) The Commission's standards of program quality allow quality to assume different forms in different environments.*
- 9) The Commission's standards of program quality are roughly equivalent in breadth and importance.*
- 10) Whether a particular program fulfills the Commission's standards is a judgment that is made by professionals who have been trained in interpreting the standards.*

### **1. Overview of Standards for Preliminary Teacher Preparation Programs**

The standards reforms initiated by SB 2042 (Chap. 548, Stats. 1998) began with the simultaneous development of standards for preliminary teacher preparation programs and for teacher induction programs. The advisory panel appointed by the Commission that developed these two sets of standards was charged with developing the following three policy documents for review and consideration by the Commission:

- New standards of quality and effectiveness for preliminary teacher preparation programs;
- Teaching Performance Expectations that would serve as the basis for evaluating the competence of teacher candidates on teaching performance assessments embedded in preparation programs; and
- New standards of quality and effectiveness for professional teacher induction programs.

Following their adoption by the Commission in 2001, these three sets of standards initiated structural changes in the teacher credentialing system, as follows:

- alignment of all teacher preparation standards with the state-adopted academic content standards and performance levels for K-12 students, and with the *California Standards for the Teaching Profession (CSTP)*;
- inclusion of a teaching performance assessment in preliminary multiple and single subject teacher preparation programs; and
- a required induction period of support and formative assessment for all first and second year multiple and single subject teachers.

In addition to these structural and thematic shifts in the Commission's credentialing system and standards, SB 2042 (Chap. 548, Stats. 1998) replaced the Professional Clear Credential course requirements in health, mainstreaming and technology with a requirement that essential preparation in these three areas be addressed in both the preparation and the induction standards. Follow-up legislation in 1999, AB 1059 (Chap. 711, Stats. 1999) required that new standards for preparation and induction programs include preparation for all teachers to teach English learners in mainstream classrooms. The subject matter standards in this handbook have been designed to complement the SB 2042 standards for programs of pedagogical preparation.

## **2. Standards for Subject Matter Preparation Programs for Prospective Teachers**

In California, subject matter preparation programs for prospective teachers are not the same as undergraduate degree programs. Postsecondary institutions govern academic programs that lead to the awarding of degrees, including baccalaureate degrees in business, whereas the Commission sets standards for academic programs that lead to the issuance of credentials, including the Single Subject Teaching Credential in Business. An applicant for a teaching credential must have earned a Bachelor's degree from an accredited institution, but the degree may be in a subject other than the one to appear on the credential. Similarly, degree programs for undergraduate students in business may or may not fulfill the Commission's standards for subject matter preparation. Single subject candidates who complete an approved subject matter program that satisfies the standards meet the subject matter requirement to qualify for the Single Subject Credential in Business.

## **3. The Standards Development Process**

The Commission's process for standards development includes the establishment of advisory panels that develop and recommend program standards to the Commission. As this process was applied to the development of subject matter program standards, each panel consisted of:

- Classroom teachers of the subject area
- Subject area specialists in school districts, county offices of education, and postsecondary institutions
- Professors in the subject area teaching in subject matter preparation programs
- Teacher educators
- Members of relevant professional organizations
- Members of other relevant committees and advisory panels
- A liaison from the California Department of Education.

During the third phase of standards development, twelve panel members were appointed to the Agriculture Panel; twelve members were appointed to the Languages Other than English: American Sign Language Panel; eighteen members were appointed to the Business Panel; thirteen members were appointed to the Health Science Panel; fourteen members were appointed to the Home Economics Panel; and fourteen members were appointed to the Industrial and Technology Education Panel. These panels began their work in 2004 with a written charge that described their responsibilities for identifying the subject-specific knowledge, skills, and abilities (SMRs) which form the basis of the content required in Commission-approved subject matter preparation programs for teacher candidates. The SMRs for each of these content areas were approved by the Commission at its January 2005 meeting.

**a. Essential Reference Documents for Subject Matter Panels**

The subject matter panels used a number of documents as primary resource references for their work. The documents listed below were essential for the phase three panels' use in developing the draft program standards that were subsequently adopted by the Commission.

- The draft academic content standards for K-12 students and/or frameworks approved by the California State Board of Education (2005)
- The Commission-approved (1996) *Standards of Quality and Effectiveness for Subject Matter Programs in Agriculture, Languages Other Than English, Business, Health Science, Home Economics, and Industrial and Technology Education* and *Handbooks for Teacher Educators and Program Reviewers* in each of the academic areas (1999)
- The *Standards of Program Quality and Effectiveness for the Subject Matter Requirements for the Multiple Subject Teaching Credential* (Sept. 2001)
- The *Standards of Quality and Effectiveness for Preliminary Teacher Preparation Programs* (Sept. 2001, revised 2003)
- The national subject matter standards for agriculture, languages other than English: American Sign Language, business, health science, home economics, and industrial and technology education
- Other important state and national studies and publications relevant to the subject areas.

The State Board-adopted K-12 student academic content standards and/or frameworks were the central documents used by the panels. In 2002, the first phase of subject matter advisory panels had identified six standards contained within the 1992 standards documents that were common to all of the subject matter standards, and had added several additional standards based on the SB 2042 reform (Chap. 578, Stats. 1998). This process resulted in the development and approval by the Commission of ten standards “common to all” programs that were incorporated within the specific program standards for each of the single subject area standards developed in phase three.

The *Subject Matter Requirements for the Multiple Subject Teaching Credential* was also an important document used by the panels. In some cases the multiple subject standards language

and the organization of the standards along with their required elements were incorporated by the panels. The standards of the national professional organizations also served as a guide and provided a comprehensive perspective for panel members.

#### **b. Field Review of Draft Standards**

The single subject matter standards developed by the phase three advisory panels and subsequently adopted by the Commission were formatted to align with the SB 2042 teacher preparation and teacher induction program standards. In this new format the broad conceptual standard is presented, followed by the required elements of the standard which further articulate the concepts contained within the standard. This format contrasts with the structure of the previous subject matter standards, where a “rationale” was provided for each standard followed by “factors to consider” that were suggestions for how a program could meet the standard. In the new format the standard and all of its required elements must be addressed for the standard to be fully met.

Early in 2004 the Commission conducted a field review of the draft single subject matter standards. The draft standards were mailed to all deans of education, directors of teacher education programs, and single subject coordinators at all Commission-accredited four-year institutions in California; to learned societies and professional organizations; and to funded subject matter projects, teacher organizations, school districts, and county offices of education. The draft standards were sent as well to over one hundred selected K-12 public school teachers and college/university professors. The standards were also placed on the Commission’s web site with instructions on how to download the standards, complete the field review survey, and return survey responses to the Commission.

Standards review surveys were returned to the Commission by February 2004. Commission staff tallied all responses and listed all comments on a master survey form for each subject matter area. Revisions made by the panels as a result of the field review included providing clarifications and examples, and reorganizing content. Elements that were consistent with the state’s K-12 student academic content standards remained unchanged.

#### **c. Adoption of Standards by the Commission**

The revised subject matter standards for all of the phase three subject areas were adopted by the Commission at its meeting of September 2006.

#### **B. Alignment of Subject Matter Program Standards and Subject Matter Assessments**

The Teacher Preparation and Licensing Act of 1970 (Ryan Act) established the requirement that candidates for teaching credentials verify their knowledge of the subjects they intend to teach. Candidates for single subject teaching credentials may satisfy this subject matter requirement by completing approved single subject matter programs or by passing subject matter examinations that have been adopted by the Commission. Senate Bill 2042 (Chap. 548, Stats.1998) required that subject matter programs and examinations for prospective teachers be aligned with K-12 student standards and frameworks.

To achieve this alignment and congruence, the Commission asked the subject matter advisory panels to develop subject matter requirements (SMRs) that would be consistent in scope and

content with the K-12 standards and frameworks. At the time the Commission adopted the phase three subject matter program standards in 2006, it also adopted the subject matter requirements appended to the standards document. College and university faculty and administrators are urged to examine these SMRs as a source of information about essential content that should be included in subject matter preparation programs, as these represent the scope of content on which both the program standards and the subject matter examinations are based and to which the program standards and the examinations are aligned.

Early in 2004, the Commission began the process of developing assessments that were aligned with the K-12 requirements. These assessments are known as the “California Subject Examinations for Teachers (CSET),” and are administered by an external contractor under the Commission’s direction. In the six subject areas, multiple-choice and constructed-response test items were drafted, based on the subject matter requirements. The test items were reviewed by both the Bias Review Committee and the appropriate subject matter advisory panel and revised as necessary. The CSET examinations for the phase three subject areas of agriculture, business, health science, home economics, industrial and technology education, and languages other than English: American Sign Language were first administered in fall 2005, and these assessments replaced the SSAT and Praxis II examinations in these content areas.

### **C. Single Subject Teaching Credentials**

The Single Subject Teaching Credential authorizes an individual to teach classes in that content area in departmentalized settings. The holders of these credentials may teach at any grade level, but the great majority of the classes in these subjects occurs in grades seven through twelve. The Commission asked the subject matter advisory panels to recommend new policies to ensure that future teachers are prepared to instruct in the subject areas most commonly taught in secondary public schools.

### **D. Contacting the Commission**

The Commission periodically reviews and updates its policies, in part on the basis of responses from colleges, universities, school districts, county offices, professional organizations and individual professionals. The Commission welcomes all comments and questions about the standards and other policies in this handbook. For further information, please contact the Commission at the following address:

Commission on Teacher Credentialing  
Professional Services Division  
1900 Capitol Avenue  
Sacramento, California 95814-4213

## **Part 2: Standards of Quality and Effectiveness for the Subject Matter Program in Business**

### **A. Overview and Introduction to the Handbook**

This section of the handbook is organized into three parts. Part 1 of the handbook provides the background and context for the business program standards. Part 2 of the handbook presents the twenty program standards as well as the subject matter requirements for business. Part 3 of the handbook provides information about implementation of the business program standards in California colleges and universities.

#### **1. Contribution of the Business Subject Matter Advisory Panel**

The Commission on Teacher Credentialing is indebted to the Business Subject Matter Advisory Panel for the development of the *Standards of Quality and Effectiveness for the Subject Matter Program in Business*. The Commission believes strongly that the standards in this handbook will improve the teaching and learning of business in California's public schools.

#### **2. Definitions of Key Terms Used in this Handbook**

California state law authorizes the California Commission on Teacher Credentialing to set standards and requirements for preparation programs (Education Code sections 44225a, i, j; 44310; and 44311). The following key terms are used in this handbook.

##### **Preconditions**

A precondition is a requirement for initial and continued program approval. Unlike standards, preconditions specify requirements for program compliance, not program quality. Commission staff determines whether a program complies with the adopted preconditions on the basis of a program document provided by the college or university. In the program review sequence, a program that meets all preconditions then undergoes a more intensive review to determine if the program's quality meets the Commission's standards.

##### **Standards**

Standards are statements of program quality adopted by the Commission on Teacher Credentialing to describe acceptable levels of quality in programs of subject matter study offered by regionally-accredited colleges and universities that award baccalaureate degrees. Each standard is elaborated by "required elements" for that standard. Programs must meet all of the applicable standards for both initial and continuing approval of a subject matter program by the Commission. The Commission determines whether a program satisfies a standard on the basis of an intensive review of all available information provided by the program sponsor related to the standard.

##### **Required Elements**

Required elements guide institutions in developing programs that meet the standards, and are also used by program review panels in judging the quality of a program in relation to a given standard. Within the overall scope of a standard, each required element describes how a particular area of the subject matter requirements should be applied within a preparation program. The elements also help programs identify what the Commission believes are the

important dimensions of program quality with respect to each standard. In determining whether a program fulfills a given standard, the review panel considers the information provided by the program in response to all of the required elements of that standard. When the review panel finds that a program has met each standard and each of its required elements, the program is then recommended to the Commission for approval.

## **B. The Business Standards**

### **1. Preconditions for the Approval of Subject Matter Programs in Business**

To be approved by the Commission, a Subject Matter Program in Business must comply with the following preconditions.

- (1) Each program of subject matter preparation for the Single Subject Teaching Credential in Business shall include (a) a minimum of 30 semester units (or 45 quarter units) of core coursework in business and related subjects that are commonly taught in departmentalized classes in California public schools, and (b) a minimum of 15 semester units (or 22 quarter units) of coursework that provides extended study of the subject. These two requirements are elaborated in Preconditions 2 and 3.
- (2) The core (breadth) of the program shall include coursework in (or directly related to) subjects that are commonly taught in departmentalized classes of business and related subjects in the California public schools, including accounting and finance, business communications, business law, business management, computer applications and information technology, economics, entrepreneurship, and marketing.
- (3) Extended studies in the program (breadth, depth, perspective, concentrations) shall be designed to supplement the essential core of the program.

In addition to describing how a program meets each standard of program quality in this handbook, the program document by an institution shall include the course titles, unit designations, catalog descriptions and syllabi of all courses in the program that are used to meet the standards. Program documents must include a matrix that identifies which courses meet which standards.

Institutions may determine whether the standards and required elements are addressed through one or more courses for each commonly taught subject or courses offering integrated study of these subjects. Institutions may also define the program in terms of required or elective coursework. However, elective options must be equivalent in meeting the standards. Coursework offered by any appropriate department(s) of a regionally accredited institution may satisfy the preconditions and standards in this handbook. Programs may use general education courses in meeting the standards.

## **2. Standards of Quality and Effectiveness for the Subject Matter Program in Business**

### **a. Standards Common to All Single Subject Matter Preparation Programs**

#### **Standard 1: Program Philosophy and Purpose**

The subject matter preparation program is based on an explicit statement of program philosophy that expresses its purpose, design, and desired outcomes in relation to the Standards of Quality and Effectiveness for Single Subject Teaching Credential Programs. The program provides the coursework and field experiences necessary to teach the specified subject to all of California's diverse public school population. Subject matter preparation in the program for prospective teachers is academically rigorous and intellectually stimulating. The program curriculum reflects and builds on the State-adopted *Content Standards for California Public Schools K-12* and curriculum frameworks for California public schools. The program is designed to establish a strong foundation in and understanding of subject matter knowledge for prospective teachers that provides a basis for continued development during each teacher's professional career. The sponsoring institution assigns high priority to and appropriately supports the program as an essential part of its mission.

#### **Required Elements:**

- 1.1 The program philosophy, design, and intended outcomes are consistent with the content of the State-adopted academic content standards for K-12 students and curriculum frameworks for California public schools.
- 1.2 The statement of program philosophy shows a clear understanding of the preparation that prospective teachers need in order to be effective in delivering academic content to all students in California schools.
- 1.3 The program provides prospective teachers with the opportunity to learn and apply significant ideas, structures, methods and core concepts in the specified subject discipline(s) that underlies the 6-12 curriculum.
- 1.4 The program prepares prospective single-subject teachers to analyze complex discipline-based issues; synthesize information from multiple sources and perspectives; communicate skillfully in oral and written forms; and use appropriate technologies.
- 1.5 Program outcomes are defined clearly and assessments of prospective teachers and program reviews are appropriately aligned.
- 1.6 The institution conducts periodic review of the program philosophy, goals, design, and outcomes consistent with the following: campus program assessment timelines, procedures, and policies; ongoing research and thinking in the discipline; nationally accepted content standards and recommendations; and the changing needs of public schools in California.

## **Standard 2: Diversity and Equity**

The subject matter program provides equitable opportunities for all prospective teachers to learn by utilizing instructional, advisement and curricular practices that insure equal access to program academic content and knowledge of career options. Included in the program are the essential understandings, knowledge and appreciation of the perspectives and contributions by and about diverse groups in the discipline.

### Required Elements:

- 2.1 In accordance with the Education Code Chapter 200 human differences and similarities to be examined in the program include, but are not limited to those of sex, race, ethnicity, socio-economic status, religion, sexual orientation, and exceptionality. The program may also include study of other human similarities and differences.
- 2.2 The institution recruits and provides information and advice to male and female prospective teachers from diverse backgrounds on requirements for admission to and completion of subject matter programs.
- 2.3 The curriculum in the Subject Matter Program reflects the perspectives and contributions of diverse groups from a variety of cultures to the disciplines of study.
- 2.4 In the subject matter program, classroom practices and instructional materials are designed to provide equitable access to the academic content of the program to prospective teachers from all backgrounds.
- 2.5 The subject matter program incorporates a wide variety of pedagogical and instructional approaches to academic learning suitable to a diverse population of prospective teachers. Instructional practices and materials used in the program support equitable access for all prospective teachers and take into account current knowledge of cognition and human learning theory.

### **Standard 3: Technology**

The study and application of current and emerging technologies, with a focus on those used in K-12 schools, for gathering, analyzing, managing, processing, and presenting information is an integral component of each prospective teacher's program study. Prospective teachers are introduced to legal, ethical, and social issues related to technology. The program prepares prospective teachers to meet the current technology requirements for admission to an approved California professional teacher preparation program.

#### **Required Elements:**

- 3.1 The institution provides prospective teachers in the subject matter program access to a wide array of current technology resources. The program faculty selects these technologies on the basis of their effective and appropriate uses in the disciplines of the subject matter program.
- 3.2 Prospective teachers demonstrate information processing competency, including but not limited to the use of appropriate technologies and tools for research, problem solving, data acquisition and analysis, communications, and presentation.
- 3.3 In the program, prospective teachers use current and emerging technologies relevant to the disciplines of study to enhance their subject matter knowledge and understanding.

## **Standard 4: Literacy**

The program of subject matter preparation for prospective Single Subject teachers develops skills in literacy and academic discourse in the academic disciplines of study. Coursework and field experiences in the program include reflective and analytic instructional activities that specifically address the use of language, content and discourse to extend meaning and knowledge about ideas and experiences in the fields or discipline of the subject matter.

### **Required Elements:**

- 4.1 The program develops prospective teachers' abilities to use academic language, content, and disciplinary thinking in purposeful ways to analyze, synthesize and evaluate experiences and enhance understanding in the discipline.
- 4.2 The program prepares prospective teachers to understand and use appropriately academic and technical terminology and the research conventions of the disciplines of the subject matter.
- 4.3 The program provides prospective teachers with opportunities to learn and demonstrate competence in reading, writing, listening, speaking, communicating and reasoning in their fields or discipline of the subject matter.

## **Standard 5: Varied Teaching Strategies**

In the program, prospective Single Subject teachers participate in a variety of learning experiences that model effective curriculum practices, instructional strategies and assessments that prospective teachers will be expected to use in their own classrooms.

### Required Elements:

- 5.1 Program faculty include in their instruction a variety of curriculum design, classroom organizational strategies, activities, materials and field experiences incorporating observing, recording, analyzing and interpreting content as appropriate to the discipline.
- 5.2 Program faculty employ a variety of interactive, engaging teaching styles that develop and reinforce skills and concepts through open-ended activities such as direct instruction, discourse, demonstrations, individual and cooperative learning explorations, peer instruction and student-centered discussion.
- 5.3 Faculty development programs provide tangible support for subject matter faculty to explore and use exemplary and innovative curriculum practices.
- 5.4 Program faculty use varied and innovative teaching strategies, which provide opportunities for prospective teachers to learn how content is conceived and organized for instruction in a way that fosters conceptual understanding as well as procedural knowledge.
- 5.5 Program coursework and fieldwork include the examination and use of various kinds of technology that are appropriate to the subject matter discipline.

## **Standard 6: Early Field Experiences**

The program provides prospective Single Subject teachers with planned, structured field experiences in departmentalized classrooms beginning as early as possible in the subject matter program. These classroom experiences are linked to program coursework and give a breadth of experiences across grade levels and with diverse populations. The early field experience program is planned collaboratively by subject matter faculty, teacher education faculty and representatives from school districts. The institution cooperates with school districts in selecting schools and classrooms for introductory classroom experiences. The program includes a clear process for documenting each prospective teacher's observations and experiences.

### **Required Elements:**

- 6.1 Introductory experiences shall include one or more of the following activities: planned observations, instruction or tutoring experiences and other school based observations or activities that are appropriate for undergraduate students in a subject matter preparation program.
- 6.2 Prospective teachers' early field experiences are substantively linked to the content of coursework in the program.
- 6.3 Fieldwork experiences for all prospective teachers include significant interactions with K-12 students from diverse populations represented in California public schools and cooperation with at least one carefully selected teacher certificated in the discipline of study.
- 6.4 Prospective teachers will have opportunities to reflect on and analyze their early field experiences in relation to course content. These opportunities may include field experience journals, portfolios, and discussions in the subject matter courses, among others.
- 6.5 Each prospective teacher is primarily responsible for documenting early field experiences. Documentation is reviewed as part of the program requirements.

## **Standard 7: Assessment of Subject Matter Competence**

The program uses formative and summative multiple measures to assess the subject matter competence of each candidate. The scope and content of each candidate's assessment is consistent with the content of the subject matter requirements of the program and with institutional standards for program completion.

### Required Elements:

- 7.1 Assessment within the program includes multiple measures such as student performances, presentations, research projects, portfolios, field experience journals, observations, and interviews as well as oral and written examinations based on criteria established by the institution.
- 7.2 The scope and content of each assessment is congruent with the specifications for the subject matter knowledge and competence as indicated in the content domains of the Commission-adopted subject matter requirement.
- 7.3 End-of-program summative assessment of subject matter competence includes a defined process that incorporates multiple measures for evaluation of performance.
- 7.4 Assessment scope, process, and criteria are clearly delineated and made available to students when they begin the program.
- 7.5 Program faculty regularly evaluate the quality, fairness, and effectiveness of the assessment process, including its consistency with program requirements.
- 7.6 The institution that sponsors the program determines, establishes and implements a standard of minimum scholarship (such as overall GPA, minimum course grade or other assessments) of program completion for prospective single subject teachers.

## **Standard 8: Advisement and Support**

The subject matter program includes a system for identifying, advising and retaining prospective Single Subject teachers. This system will comprehensively address the distinct needs and interests of a range of prospective teachers, including resident prospective students, early deciders entering blended programs, groups underrepresented among current teachers, prospective teachers who transfer to the institution, and prospective teachers in career transition.

### Required Elements:

- 8.1 The institution will develop and implement processes for identifying prospective Single Subject teachers and advising them about all program requirements and career options.
- 8.2 Advisement services will provide prospective teachers with information about their academic progress, including transfer agreements and alternative paths to a teaching credential, and describe the specific qualifications needed for each type of credential, including the teaching assignments it authorizes.
- 8.3 The subject matter program facilitates the transfer of prospective teachers between post-secondary institutions, including community colleges, through effective outreach and advising and the articulation of courses and requirements. The program sponsor works cooperatively with community colleges to ensure that subject matter coursework at feeder campuses is aligned with the relevant portions of the state-adopted academic *Content Standards for California Public Schools K-12*.
- 8.4 The institution establishes clear and reasonable criteria and allocates sufficient time and personnel resources to enable qualified personnel to evaluate prospective teachers' previous coursework and/or fieldwork for meeting subject matter requirements.

## **Standard 9: Program Review and Evaluation**

The institution implements a comprehensive, ongoing system for periodic review of and improvement to the subject matter program. The ongoing system of review and improvement involves university faculty, community college faculty, student candidates and appropriate public schools personnel involved in beginning teacher preparation and induction. Periodic reviews shall be conducted at intervals not exceeding 5 years.

### **Required Elements:**

- 9.1 Each periodic review includes an examination of program goals, design, curriculum, requirements, and student success, technology uses, advising services, assessment procedures and program outcomes for prospective teachers.
- 9.2 Each program review examines the quality and effectiveness of collaborative partnerships with secondary schools and community colleges.
- 9.3 The program uses appropriate methods to collect data to assess the subject matter program's strengths, weaknesses and areas that need improvement. Participants in the review include faculty members, current students, recent graduates, education faculty, employers, and appropriate community college and public school personnel.
- 9.4 Program improvements are based on the results of periodic reviews, the inclusion and implications of new knowledge about the subject(s) of study, the identified needs of program students and school districts in the region, and curriculum policies of the State of California.

## **Standard 10: Coordination**

One or more faculty responsible for program planning, implementation and review coordinate the Single Subject Matter Preparation Program. The program sponsor allocates resources to support effective coordination and implementation of all aspects of the program. The coordinator(s) fosters and facilitates ongoing collaboration among academic program faculty, local school personnel, local community colleges and the professional education faculty.

### Required Elements:

- 10.1 A program coordinator will be designated from among the academic program faculty.
- 10.2 The program coordinator provides opportunities for collaboration by faculty, students, and appropriate public school personnel in the design and development of and revisions to the program, and communicates program goals to the campus community, other academic partners, school districts and the public.
- 10.3 The institution allocates sufficient time and resources for faculty coordination and staff support for development, implementation and revision of all aspects of the program.
- 10.4 The program provides opportunities for collaboration on curriculum development among program faculty.
- 10.5 University and program faculty cooperate with community colleges to coordinate courses and articulate course requirements for prospective teachers to facilitate transfer to a baccalaureate degree-granting institution.

## **b. Program Standards for Business**

### **Standard: 11: Business Management**

The program requires preparation in the study of business management functions; organizational theory and development; leadership; and motivational concepts. The program addresses the legal and ethical principles as well as the U.S. legal system pertaining to business. Candidates use principles and methods of decision making and mathematical operations leading to quantitative and qualitative analysis. Candidates study the principles of production and operations management in the program. Program course work includes the principles of human resource management and candidates are able to effectively employ personnel policies, practices, and resources.

#### Required Elements:

- 11.1 The program includes the study of management functions and decision making.
- 11.2 Course work includes instruction in organizational behavior and theory.
- 11.3 The program conveys clearly ethical and social responsibility as it pertains to business operational situations.
- 11.4 Course work incorporates the study of laws and regulations as well as differentiates between ethical and legal issues related to social responsibility and business management.
- 11.5 The program includes instruction in production and operations management relevant to business operations and social dynamics in the workplace.
- 11.6 Candidates are required to know human resource management skills and how those skills contribute to the growth and development of the workforce.

**Standard 12: Accounting and Finance**

The program includes knowledge and application of accounting concepts, principles, procedures, and financial analysis. The program requires study of the basic principles of finance to analyze and manage business and personal situations.

**Required Elements:**

- 12.1 The program requires candidates to use the procedures for processing accounting data (e.g., analysis of source documents, procedures for journalizing, and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries) 12.2  
Candidates are required to prepare, analyze, interpret, and communicate financial information including statements, budgets, records, and ratios.
- 12.3 Program studies include cash management concepts.
- 12.4 Course work includes the utilization of computerized accounting packages and other financial software applications.

**Standard 13: Marketing**

The program prepares candidates to apply key marketing principles and concepts including but not limited to customer service, selling, promotion, and distribution in both domestic and international markets.

**Required Elements:**

- 13.1 Program studies include the principles and procedures for developing a marketing plan and applying marketing strategies and concepts to a variety of business situations.
- 13.2 The program provides instruction in the principles of market segmentation, target marketing, and positioning are used in conducting market research and related business decisions.
- 13.3 The course of study incorporates principles of the five P's (product, price, promotion, place/distribution, and people) to make marketing decisions, including the influence of emerging technologies.
- 13.4 The program addresses the differences in marketing concepts in a variety of industries.
- 13.5 Program studies include cultural differences in language, values, social behavior, and business protocol can affect market strategies and concepts, customer service, sales, and promotion.
- 13.6 Course work includes appropriate mathematical procedures to analyze and solve business problems related to marketing (e.g., purchasing, sales, and promotion).
- 13.7 Candidates are required to study the nature, importance, strategies, and steps of the selling process including customer-buying motives and behaviors.
- 13.8 Program studies require the analysis of factors affecting customer satisfaction and service options that are appropriate for selected types of businesses and their target markets.
- 13.9 Program studies require the analysis of factors that affect global marketing.

**Standard 14: Information Technology (Computer/Information Systems)**

The program requires knowledge of terminology, principles and procedures related to the ethical use of information technology. Candidates are prepared to apply principles and procedures related to applications, networking systems, and basic concepts of programming and systems development in business situations.

**Required Elements:**

- 14.1 The program provides instruction and application of concepts and resources to configure computer components in order to operate systems and associated utilities to benefit a business organization.
- 14.2 The course work includes principles and procedures of managing information and media systems.
- 14.3 The program addresses ethical procedures related to information technology including analysis and application of basic security plans and procedures for managing privacy issues.
- 14.4 The program provides instruction in networking concepts, systems, and business models necessary to apply principles and procedures related to voice and data transmission media types and emerging technology trends.
- 14.5 Candidates are required to compare and contrast programming languages.
- 14.6 Candidates in the program use and customize software in business applications.

**Standard 15: Economics**

The program instructs candidates in the basic economic principles as they apply to microeconomic and macroeconomic theories and principles in domestic and international economies.

**Required Elements:**

- 15.1 Program courses instruct candidates in the basic terminology, concepts, theories, and chart/graph interpretation related to market, product, and domestic and international economics.
- 15.2 The program studies include the principles of supply and demand, price, profits, equilibrium and incentives in product markets and varying business situations.
- 15.3 Course work includes the study of characteristics of different microeconomic structures and requires candidates to apply factors and concepts as related to a business organization.
- 15.4 Candidates receive instruction on the four input factors of production and their costs.
- 15.5 Candidates are required to compare and contrast different economic systems and philosophies and recognize how differences in culture, language, values and social behavior affect the ethical conduct of business across domestic and international borders.
- 15.6 The course work includes instruction and application of a variety of macroeconomic indicators.
- 15.7 Program studies incorporate the principles associated with money and banking.
- 15.8 Candidates are required to study and evaluate the effects of fiscal and monetary policy on the U.S. economy and international trade.
- 15.9 The program provides instruction on aggregate supply and demand.
- 15.10 Course work includes analysis of the influence of government on business decisions.
- 15.11 Candidates receive instruction on international currency markets including foreign exchange and monetary exchange rates.

**Standard 16: Business Environment and Communication**

The program requires study of the global business environment and an understanding of the importance of business communication. The program promotes an understanding of the principles and procedures of business ownership and the unique contributions of entrepreneurs. The program addresses principles of career development and develops employment skills in candidates.

**Required Elements:**

- 16.1 The course of study includes the effects of cultural, organizational, technological, and behavioral characteristics on the selection of communication strategies and methods.
- 16.2 Candidates are required to select and use current and emerging technologies to produce documents and presentations that meet professional business standards.
- 16.3 The program promotes in candidates effective verbal and nonverbal communication skills.
- 16.4 Candidates are required to develop a business plan including location analysis, financial planning, products and/or services, operations management, human resource management, and marketing.
- 16.5 Program studies include identifying the characteristics of successful entrepreneurs and evaluating the advantages and disadvantages of various types of business ownership.
- 16.6 The program provides candidates with knowledge on career opportunities and employment skills needed to be productive in the workforce.

## **c. Subject Matter Requirements for Prospective Teachers of Business**

### **(1.) Introduction**

Subject matter requirements represent the body of knowledge, skills and abilities expected of teachers of business in the public schools. The subject matter requirements form the basis for both program standards and examination specifications for business.

### **(2.) Content Domains for Subject Matter Knowledge and Skills in Business**

#### **Domain 1. Business Management**

Candidates demonstrate an understanding of the purpose and function of business management. Candidates understand the functions of management, organizational theory, and organizational behavior, including leadership and motivational theories. Candidates explain the importance and implications of ethical and legal behavior. They apply effective processes and procedures for making sound business decisions. They understand the basic principles and procedures required to manage service, trade, manufacturing, nonprofit, and public organizations. Candidates understand the role of managing human resources in successful business organizations.

#### **1.1 Management Functions and Decision Making**

- a. Define and explain the five major management functions (i.e., goal setting, planning, organizing, leading, and controlling).
- b. Understand planning and problem-solving processes within an organization and explain how competition affects these processes in formulating strategy and policy.
- c. Understand major functions of an organization (e.g., accounting, marketing, operations, finance, human resources, research and development, information systems) and describe their roles and interrelationships within the organization.
- d. Identify principles and methods for managing change, incorporating innovation, and using decision-making processes in business organizations.
- e. Interpret quantitative and qualitative business information (e.g., charts, graphs, spreadsheets, articles, manuals, technical consumer and workplace documents).
- f. Apply basic mathematical operations and define quantitative analysis and methods to facilitate decision making (e.g., dependent and independent variable analysis, estimation, forecasting, descriptive and inferential statistics, quality control methods).

#### **1.2 Organizational Behavior and Theory**

- a. Demonstrate an understanding of leadership and motivational theories, styles, and qualities that foster effective leadership and positive team dynamics.
- b. Understand the interrelationships among group and individual behaviors and the culture and climate of an organization.
- c. Understand principles of organizational theory and compare and contrast different organizational structures.

### **1.3 Ethical and Social Responsibility**

- a. Understand procedures for developing a code of ethics and apply ethical codes to various business situations.
- b. Analyze factors that affect ethical conduct and their implications in business decision making.
- c. Identify and analyze issues related to ethical and social responsibility in the global marketplace.
- d. Understand the social responsibilities of business organizations and the function of management in making decisions related to social responsibilities.

### **1.4 Business Law**

- a. Understand the history, sources, structure, and operations of the U.S. legal system and the basic principles of law relevant to business operations in a global economy.
- b. Demonstrate an understanding of laws, regulations, and codes related to business (e.g., enforceable contracts, personal and real property, antitrust, uniform commercial code).
- c. Apply knowledge of laws and regulations in various situations and explain their effect on business.
- d. Recognize and differentiate between ethical and legal issues related to business.

### **1.5 Production and Operations Management**

- a. Understand the processes by which resources such as labor and raw materials are converted into finished goods and services.
- b. Understand components of successful business operations (e.g., quality control, planning, resource scheduling, inventory management).
- c. Explain the importance of productivity in business and identify factors that affect profitability (e.g., specialization, innovation, investment, technology).
- d. Identify the interrelationships between business operations and the social dynamics of the workplace.

### **1.6 Human Resource Management**

- a. Understand and describe methods an organization can use to effectively manage its personnel policies, practices, and resources.
- b. Understand and apply methods of employee recruitment and selection, development and training, performance documentation, evaluation, and termination of employment.
- c. Demonstrate a basic understanding of the issues arising from legislation (e.g., Americans with Disabilities Act, Equal Employment Opportunity Commission, Family and Medical Leave Act) related to human resource management.
- d. Understand regulations and apply procedures related to health and safety practices and policies.

#### (Challenge Standards for Student Success: Career Preparation—Business Education

[2000]: Standards 1.2, 1.7, 3.2, 3.3. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 8, 9, 11.)

## **Domain 2. Accounting and Finance**

Candidates demonstrate an understanding of financial analysis and accounting concepts, principles, and procedures. Candidates analyze, apply, interpret, and communicate financial data. They understand how to make decisions using accounting data. Candidates use principles of finance to analyze business situations and apply basic principles of personal financial management.

### **2.1 Accounting Principles**

- a. Understand the basic theory of accounting (e.g., accounting equation, classification and matching, historical cost) as it relates to the accounting cycle for a sole proprietorship, partnership, and corporation.
- b. Identify components of the accounting cycle (e.g., analysis of source documents, procedures for journalizing and posting transactions to ledgers, creating financial statements, performing adjusting and closing entries).
- c. Understand and apply specific accounting principles related to recognition and measurement for reporting financial performance, financial position, and cash flows (e.g., cash management, receivables and payables, inventory, investments, non-concurrent assets and liabilities, owner's equity, foreign currency).
- d. Recognize the uses of computerized accounting packages and other financial software applications.
- e. Interpret, prepare, and use financial accounting data to make ethical business decisions.

### **2.2 Principles of Finance**

- a. Understand basic financial analysis terminology (e.g., time value of money, interest rates, risk).
- b. Apply financial analysis principles to common business situations and problems.
- c. Interpret and communicate financial data in a business.

### **2.3 Personal Finance**

- a. Understand principles and procedures for personal financial management (e.g., budgeting, saving, personal income tax, investing, retirement planning, personal banking).
- b. Apply consumer skills in evaluating the purchase of various consumer products (e.g., house, automobile).
- c. Understand financial and investment options offered by banks, credit unions, and other financial institutions.
- d. Describe how income from employment is affected by various factors (e.g., supply and demand, geographical location, level of education, type of industry, union membership, productivity, skill level, work ethic).
- e. Understand principles and factors that affect credit and personal debt management (e.g., choice of credit, cost of credit, legal aspects of using credit).

(Challenge Standards for Student Success: Career Preparation—Business Education [2000]: Standards 2.1–2.3, 3.1.2. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standard 5.)

### **Domain 3. Marketing**

Candidates demonstrate an understanding of marketing principles and how to use marketing strategies to improve product and service sales. Candidates recognize the customer-oriented nature of marketing and analyze the impact of marketing activities on the individual, business, society, and the global economy. They understand the role of distribution in providing products and services to consumers. Candidates understand how customer service and promotion affect sales. Candidates understand how emerging technologies influence e-commerce and global trade.

#### **3.1 Marketing Strategy and Concepts**

- a. Understand principles and procedures for developing a marketing plan and apply marketing strategies to a variety of business situations and industries.
- b. Describe how the principles of market segmentation, target marketing, and positioning are used in conducting market research and related business decisions.
- c. Understand and apply principles of the five P's (i.e., product, price, promotion, place/distribution, and people) to make marketing decisions while recognizing the influence of emerging technologies.
- d. Recognize how cultural differences in language, values, social behavior, and business protocol can affect market strategies and concepts.
- e. Identify emerging media technology trends and their impact on marketing strategies.
- f. Apply appropriate mathematical procedures to analyze and solve business problems related to marketing (e.g., purchasing, sales, promotions).

#### **3.2 Customer Service, Sales, and Promotion**

- a. Understand the nature, importance, strategies, and steps of the selling process.
- b. Understand customer buying motives and behaviors and their relationship to the decision making process involved in selling.
- c. Understand factors affecting customer satisfaction and customer service options that are appropriate for selected types of businesses and their target markets.
- d. Apply promotional strategies for marketing products and services.
- e. Understand the different tools in the promotional mix (e.g., advertising, personal selling, sales promotion, public relations).
- f. Recognize how cultural differences in language, values, social behavior, and business protocol can affect customer service, sales, and promotion.

#### **3.3 Global Marketing**

- a. Identify political, economic, geographical, and commercial factors in global markets.
- b. Recognize how cultural differences in language, values, social behavior, and business protocol can affect market behavior and marketing strategies.
- c. Identify factors that affect global marketing (e.g., global alliances, balance of trade, logistics, market entry, marketing mix, trade barriers).

(Challenge Standards for Student Success: Career Preparation—Business Education [2000]: Standards 5.1–5.11. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standard 4.)

## **Domain 4. Information Technology**

Candidates demonstrate an understanding of the terminology, principles, and procedures related to information technology. Candidates understand principles and procedures related to ethics, security, and data integrity in technology systems. They understand communications and networking systems and apply basic concepts of programming and systems development in business situations.

### **4.1 Computer Technology**

- a. Understand terminology and concepts related to computer technology (e.g., operating system, hardware and software compatibility, drivers).
- b. Understand the process of evaluating, selecting, installing, and configuring computer components, peripherals, operating systems, and industry-standard application software.
- c. Utilize operating systems and associated utilities for file management, backup and recovery, and execution of programs; and compare simple and multi-user operating systems.
- d. Understand basic procedures for troubleshooting problems in hardware, software, and network systems.
- e. Understand the impact of information on society (e.g., changes at home and in the work place).

### **4.2 Information and Media Systems**

- a. Understand principles and procedures necessary to analyze, plan, implement, and support information and media systems.
- b. Understand and apply factors affecting the ongoing management of information and media systems.

### **4.3 Ethics, Security, and Data Integrity**

- a. Understand proper ethical procedures related to information technology, including management of intellectual property.
- b. Understand methods for implementing basic security plans and procedures for information systems.
- c. Understand policies for managing privacy and ethical issues to ensure the integrity and accuracy of electronic data in organizations and in a technology-based society.

### **4.4 Network Communications**

- a. Understand the basic networking concepts, systems, and business models related to the creation, installation, management, and security of a network system.
- b. Understand voice and data transmission media and emerging technology trends.

### **4.5 Programming**

- a. Understand programming logic, concepts, methodology, and design (e.g., interface, code, execution, test, debugging).
- b. Understand how to use and customize software in business applications (e.g., word processing, spreadsheet, database, Web page editor).
- c. Compare several programming languages and identify characteristics of structured programs in at least one language.

(Challenge Standards for Student Success: Career Preparation—Business Education [2000]: Standards 1.6, 4.1–4.5. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 2, 3.)

## **Domain 5. Economics**

Candidates demonstrate an understanding of basic economic principles. Candidates understand the basic principles and applications of microeconomics and macroeconomics and recognize how economic concepts affect business in domestic and international economies.

### **5.1 Economic Concepts**

- a. Understand basic terminology, concepts, and theories related to domestic and international economics (e.g., opportunity costs, allocation of resources, scarcity, choice, circular flow, production possibilities curve).
- b. Interpret economic charts and graphs.

### **5.2 Microeconomics**

- a. Apply principles of supply and demand, price, profits, and incentives in product markets.
- b. Identify and understand characteristics of different economic structures (e.g., perfect competition, monopolistic competition, oligopoly, monopoly).
- c. Understand and apply economic factors and concepts (e.g., law of diminishing returns, costs, competition, efficiency, profit maximization, productivity) as they relate to a business organization.
- d. Understand the four input factors of production (i.e., land, labor, capital, and entrepreneurial ability) and their costs.

### **5.3 Macroeconomics**

- a. Compare and contrast different economic systems and philosophies (e.g., capitalism, socialism, communism).
- b. Understand the significance of a variety of economic indicators (e.g., domestic output, unemployment, inflation, deflation).
- c. Understand principles associated with money and banking (e.g., concepts of money, money supply, financial institutions, the role of the Federal Reserve).
- d. Understand and evaluate the effects of fiscal and monetary policy on the U.S. economy and international trade.
- e. Understand aggregate supply and demand.
- f. Understand the influence of government (e.g., taxation, regulation, public vs. private goods, externalities) on business decisions.

### **5.4 International Economics**

- a. Understand factors affecting international trade (e.g., trade agreements, trade barriers—quotas and tariffs) and the relationship of international trade to domestic and international economics.
- b. Recognize the role of international currency markets, including foreign exchange and monetary exchange rates.
- c. Recognize how differences in culture, language, values, and social behavior affect the ethical conduct of business across national borders.

(Challenge Standards for Student Success: Career Preparation—Business Education [2000]: Standards 1.4, 3.1. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 6, 7.)

## **Domain 6. Business Environment and Communication**

Candidates demonstrate an understanding of the business environment. Candidates understand the principles and procedures of business ownership. They understand the role of communications in a business environment. Candidates are familiar with different career paths and opportunities to develop career and employment skills. Candidates have an understanding of international business.

### **6.1 Entrepreneurship**

- a. Understand principles and procedures related to business ownership (e.g., sole proprietorship, limited partnership, franchise, corporation).
- b. Identify and appraise the unique contributions of entrepreneurs to the U.S. economy.
- c. Recognize the characteristics of entrepreneurs and evaluate the advantages and disadvantages of various types of business ownership.
- d. Understand how to create a business plan and understand the processes necessary to operate a start-up business (e.g., business planning, financial planning, location analysis, marketing, operations management, human resource management, public relations, seeking government assistance) within the legal and economic environment in which a new venture operates.

### **6.2 Business Communications**

- a. Compare and contrast appropriate types of communication (e.g., telephone, electronic, inter-office, written, verbal, nonverbal) and demonstrate an understanding of etiquette in personal and professional situations.
- b. Demonstrate an understanding of active listening techniques in a variety of settings.
- c. Understand the effects of cultural, organizational, technological, and behavioral characteristics on the selection of communication strategies and methods.
- d. Compose effective oral and written business communications that demonstrate English language conventions and the use of critical-thinking, decision-making, and problem solving skills.
- e. Demonstrate an understanding of software applications used to produce documents and presentations (e.g., word processing, desktop publishing, database, spreadsheet, multimedia, presentation software).
- f. Identify basic inputting technology and keyboarding skills used to access, generate, format, and manipulate text and data.
- g. Identify and use multiple resources (e.g., oral, written, electronic; primary and secondary) and critically evaluate the quality of sources.

### **6.3 Career Development**

- a. Understand employment skills necessary to be productive in a workforce in a culturally diverse global environment (e.g., ability to adapt to change, positive attitude, teamwork skills, ability to manage time effectively, good work ethic).

- b. Understand career preparation principles to help set career goals and examine interests and aptitudes related to career options.
- c. Demonstrate knowledge of career opportunities (traditional and nontraditional) and the education, training, and experience required for various careers.
- d. Demonstrate knowledge of job acquisition skills (e.g., job search methods, interviewing techniques, appropriate professional image, occupational networking, résumé and career portfolio development, correspondence).

#### **6.4 International Business**

- a. Understand the importance of international business and its influence on careers and businesses at the local, state, national, and international levels.
- b. Recognize international business activities, including operating strategies for business functions (e.g., human resource management, management, production systems, marketing, information systems).
- c. Describe the social, cultural, political, geographical, and legal factors that shape the international business environment and influence international business communications and decision making (e.g., entry strategies, business opportunities, operating and security considerations).

(Challenge Standards for Student Success: Career Preparation—Business Education [2000]: Standards 1.1–1.3, 1.5, 3.4, 6.1. Business Teacher Preparation in California: Standards of Quality and Effectiveness for Subject Matter Programs [1999]: Standards 2, 10.)

### **(3.) Subject Matter Abilities Applicable to the Content Domains in Business**

Candidates understand and are able to effectively communicate the central role that business plays in the lives of all individuals. They understand the skills, attitudes, and knowledge that students need to compete and succeed in a rapidly changing global marketplace. Candidates apply critical thinking and creativity to investigate and solve business-related problems. They understand how to collect and analyze business information, make business decisions, and implement those decisions by communicating and interacting effectively in a diverse workplace.

Candidates understand the organizational, team, leadership, and communication skills needed to work effectively with business and community leaders. They understand the fundamentals of supervising, advising, and supporting people. Candidates understand the characteristics, functions, and organizational structures of leadership organizations. They are able to effectively network in individual and group settings in educational institutions, the community, and industry. Candidates understand the need to include all stakeholders and are able to respond to issues related to diversity and equity in business.

Candidates understand historical events, current research, and recent developments in business. They are familiar with social, economic, legal, and ethical issues in the field. They apply strategies (e.g., accessing resources, joining professional organizations) for staying abreast of current issues and developments in business. They are able to identify industry trends and job opportunities, employers' expectations, and the personal characteristics (e.g., appropriate work habits, social and communication skills) necessary for a successful career in business. They apply their knowledge to assist in career planning and development and in applying for, obtaining, maintaining, and exiting employment in business and related fields.

Candidates understand the interrelationships and connections among the various subdisciplines of business and the integration of business and other disciplines commonly taught in public schools. They understand the importance of technology, reading, writing, mathematics, speaking, and active listening skills and how to apply this knowledge in a variety of business situations.

## **Part 3: Implementation of Standards of Quality and Effectiveness for Subject Matter Programs in Business**

### **A. Standards Implementation Process**

The 2006 *Standards of Quality and Effectiveness for Subject Matter Programs in Business* are part of a broad shift in Commission policies related to the preparation of professional teachers and other California educators resulting from the mandate of Senate Bill 2042 (Chap 548, Stats. 1998). This policy change insures high quality in educator preparation while at the same time providing for flexibility along with accountability for institutions that offer programs for prospective teachers. The success of this reform effort depends on the effective implementation of program quality standards for each credential.

#### **1. Process for Cyclical Review and Improvement of Subject Matter Standards**

The Commission will adhere to its established cycle of review and reconsideration of the *Standards of Quality and Effectiveness for Subject Matter Programs in Business* as well as in other subjects. The standards will be reviewed and reconsidered in relation to changes in academic disciplines, state-adopted K-12 student academic content standards, school curricula, and the backgrounds and needs of California K-12 students. Reviews of program standards will be based on the advice of subject matter teachers, college and university faculty, and curriculum specialists. All program documents will be reviewed by statewide teams of peer reviewers selected from among qualified K-12 and postsecondary professional educators. Prior to each review, the Commission will invite interested individuals and organizations to participate in the review process.

#### **2. Process for Adoption and Implementation of Standards**

Program sponsors have at least two years to transition from the current to the new subject matter program standards. Program documents should be submitted at the sponsor's earliest convenience to avoid a potential lapse in program approval status. Expiration dates of currently approved single subject matter programs are provided below. Each single subject matter program for single subject credentials must be submitted for review and approval in accordance with the new standards. No new programs written to the previous standards were allowed to be submitted to the Commission for approval following the September 2006 adoption of the new phase III standards.

Information about transition timelines for candidates, sunset and expiration dates for currently approved programs, and preconditions are provided by the Commission through Coded Correspondence to the field and by additional program transition documents as appropriate to the needs of the field. Program sponsors should check the Commission website ([www.ctc.ca.gov](http://www.ctc.ca.gov)) frequently for updates.

#### **3. Transition and Implementation Timelines for Programs**

##### **a. Program Transition Timeline**

By July 1, 2008, existing ("old") programs based on previous subject matter standards should be superseded by new Commission-approved programs that have met the new standards. Once a program based on the new standards receives Commission approval, all students not previously

enrolled in the old program (i.e., all “new” students) should enroll in the new program. After June 30, 2008, no “new” students should enroll in an “old” program, even if a new Commission-approved program in the subject is not available at that institution. Students who enrolled in an old program prior to July 1, 2008, may continue to complete the old program until July 1, 2012.

#### **b. Program Implementation Timeline**

<b>September 2006</b>	Commission adoption of new subject matter program standards. No new subject matter programs in business will be accepted for review in relation to the Commission's previous set of standards.
<b>January 2007</b>	The Commission initiates ongoing technical assistance for developing new subject matter programs to meet the new standards.
<b>March 2007</b>	The Commission initiates ongoing training for Program Reviewers. Qualified subject matter experts are prepared to review programs in relation to the standards.
<b>March 2007</b>	Review and approval of programs under the new standards begin.
<b>2007-09</b>	Institutions submit programs for review on an ongoing basis. Once a “new” program is approved, all students who were not previously enrolled in the “old” program (i.e., all new students) must enroll in the new program. Students may complete an old program if they enrolled in that program either (1) prior to the commencement of the new program at their campus, or (2) prior to July 1, 2008, whichever occurs first.
<b>July 1, 2008</b>	“Old” programs that are based on the previous 1998 standards must be superseded by new programs that have obtained Commission approval. After June 30, 2008, no new students may enroll in an old program, even if a new program is not yet available at the institution.
<b>2007-12</b>	The Commission continues to review program applications submitted in response to the standards and preconditions provided in this handbook. Programs submitting an application for review should provide the Commission with two qualified nominees who can serve as reviewers of other institutions’ program applications in order to expedite the review process.
<b>July 1, 2012</b>	This is the final date for candidates to complete subject matter preparation programs approved under the previous 1998 standards. To qualify for a credential based on an “old” program, students must have completed that program prior to either (1) the implementation of a new program with full or interim approval at their institution, or (2) July 1, 2012, whichever occurs first.

#### **c. Implementation Timelines for Candidates**

Based on the Commission's implementation plan, candidates for Single Subject Credentials in Business who do not plan to pass the subject matter examinations adopted by the Commission

should enroll in subject matter programs that meet the Commission's 2006 standards either (1) once a new program commences at their institution, or (2) before July 1, 2008, whichever occurs first. After a new program begins at an institution, no students may enroll for the first time in an "old" program (i.e. one approved under the previous set of standards). Regardless of the date when new programs are implemented, no students should enter old programs after June 30, 2008.

Candidates who enrolled in programs approved on the basis of prior standards ("old" programs) may complete those programs provided that (1) they entered the old programs either before new programs were available at their institutions, or before July 1, 2008, and (2) they complete the old programs before July 1, 2012. Candidates who do not comply with these timelines may qualify for Single Subject Teaching Credentials by passing the subject matter examinations that have been adopted for that purpose by the Commission.

#### **4. Technical Assistance for Program Sponsors**

Commission staff offers technical assistance for developing new programs and documents upon request by the sponsor of a preparation program. Program sponsors who are writing to new standards are advised to schedule a technical assistance meeting with staff at the earliest possible time. Topics of information at technical assistance meetings include:

- Explanation of the implementation plan adopted by the Commission
- Description of the steps in program review and approval
- Review of program standards, required elements and preconditions, as well as examples of implementing the standards
- Opportunities to discuss subject-specific questions
- Guidance on appropriate responses to the standards and the necessary level of supporting documentation and evidence to be provided within the responses
- Format and organization of the program document

#### **5. Process for Review and Approval of Program Documents Submitted to the Commission**

A regionally accredited institution of postsecondary education that would like to offer (or continue to offer) a subject matter preparation program for the Single Subject Credential in Business may present a program application that responds to the preconditions and the standards provided in this handbook. The submission of programs for review and approval is voluntary for colleges and universities.

If an institution would like to offer two or more distinct programs of subject matter preparation in business with different emphases, a separate application may be forwarded to the Commission for each program. However, the Commission encourages institutions to coordinate its single subject programs that are within the same subject matter discipline in order to maximize resources.

Programs may be submitted after January 2007 on an ongoing basis. Review of subject matter program proposals began in March 2007 and continues on an ongoing basis.

##### **a. Selection, Composition and Training of Program Document Review Panels**

Review panel members are selected because of their subject matter expertise and their knowledge of curriculum and instruction in the public schools of California. Reviewers are

selected from institutions of higher education, school districts, county offices of education, organizations of subject matter experts, and statewide professional organizations. Because the review process consists of a professional peer review, the Commission needs those institutions seeking program review and approval to provide at least two qualified nominees to participate in the review process. Members of the Commission's former Single Subject Waiver Panels and Subject Matter Advisory Panels also may be selected to serve as program reviewers.

The Commission staff conducts training and calibration that all reviewers must attend. Training includes explanations of:

- the purpose and function of subject matter preparation programs
- the Commission's legal responsibilities in program review and approval
- the role of reviewers in making program determinations
- the role of the Commission's professional staff in assisting reviewers
- the analysis and discussion of each standard and its required elements
- alternative ways in which a standard could be met
- the aspects of the review process
- how to provide responsive feedback for program revision

Reviewers are also provided with simulated practice and calibration exercises in preparation for their roles in reviewing programs.

#### **b. Steps in the Review of Programs**

The Commission is committed to conducting a program review process that is objective and comprehensive. The agency also seeks to be as helpful as possible to colleges and universities throughout the review process. Commission staff is available to consult with program sponsors during program document development.

The review process consists of two sequential steps, as outlined below. An institution responding to the Commission's standards will respond to the two sets of standards described earlier in this handbook, namely, the Preconditions and the Program Standards (including Common Standards and discipline-specific Program Standards).

Step One: Review of Preconditions. An institution's response to the preconditions is reviewed by the Commission's professional staff since the preconditions are based on Commission policies and do not involve issues of program quality. The Preconditions are reviewed upon receipt of the institution's formal document submission. Once the responses to the Preconditions are deemed to have met these standards, the program document's responses to the Program Standards are then referred to the expert reviewers.

Step Two: Review of Program Standards. Unlike the Preconditions, the Program Standards (i.e., Common Standards and discipline-specific Program Standards) address issues of program quality and effectiveness. The Commission's process, therefore, is to have each institution's response to the Program Standards reviewed by a small team of subject matter experts (i.e., peer review). Once the review team determines that a proposed program meets the Program Standards, Commission staff recommends the program for approval by the Commission at its next public meeting.

If an institution's response to either the Preconditions or the Program Standards is determined to not meet the standards, feedback is formally provided to the program sponsor with an explanation of the review findings that includes specific reasons for the determination that the program standards are not met. During this aspect of the review process, program sponsors can obtain further information and assistance from Commission staff.

The Commission intends the overall program review process to be as helpful as possible to colleges and universities. Because a large number of institutions prepare teachers in California, it is very helpful for program sponsors to first consult with the Commission's professional staff regarding program applications that are in preparation. During the Program Standards review process, however, program sponsors and/or their representatives should not contact members of a review team directly under any circumstances in order to preserve the objectivity and integrity of the review process. If during the review process a program sponsor needs additional information, the program sponsor or representative should inform the designated staff consultant. If the issue or question is not resolved in a timely manner, program sponsors may contact the Executive Director of the Commission. After considering the review feedback, the program sponsor may make appropriate changes to the program document and resubmit the program application to the designated Commission staff member for reconsideration by the review team.

If, however, feedback from the review process indicates that only minor or technical changes need to be made in a program application in order to meet the applicable standards, Commission staff rather than the peer review team will review the resubmitted document and, if the standards are determined to have been met, will submit the program application to the Commission for approval without further review by the peer review team.

Appeal of an Adverse Decision. An institution that would like to appeal a decision of the staff (regarding Preconditions) or the review team (regarding Program Standards) may do so by submitting the appeal to the Executive Director of the Commission. The institution should include the following information in the appeal:

- The original program document and the stated reasons of the Commission's staff or the review team for not recommending approval of the program.
- A specific response by the institution to the initial denial, including a copy of the resubmitted document (if it has been resubmitted).
- A rationale for the appeal by the institution.

The CTC Executive Director may deny the appeal, appoint an independent review panel, or present the appeal directly to the Commission for consideration.

## **B. Submission Guidelines for Single Subject Matter Program Documents**

To facilitate the proposal review and approval process, Commission staff has developed the following instructions for program sponsors submitting documents for approval of Single Subject Matter Programs. It is essential that these instructions be followed accurately. Failure to comply with these procedures can result in a proposal being returned to the prospective program sponsor for reformatting and/or revision prior to being forwarded to program reviewers.

### **1. Transmittal Instructions**

Sponsoring agencies are required to submit **three printed copies in binders** of their proposal(s), to the following address:

California Commission on Teacher Credentialing  
Professional Services Division: Single Subject Matter Programs  
1900 Capitol Avenue  
Sacramento, CA 95814

In addition, **one CD ROM copy of the proposal text** (including supporting evidence where possible) should be submitted. This electronic submission should be in Microsoft Word, or a Microsoft Word compatible format. Some phases of the review process will involve secure web-based editing. To facilitate this process, please leave no spaces in the name of your document, and be sure that the name of the file ends in ".doc" (example: CTCdocument.doc).

### **2. Organization of Required Documents**

Sponsoring agencies should include as the cover page of each copy of the program application the "Sponsoring Organization Transmittal Cover Sheet." A copy of the Transmittal Cover Sheet is located at the end of this section of the handbook for use by program sponsors. One set of the proposal application documents should contain the original signatures of the program contacts and chief executive officer, and the remaining three copies may contain photocopies of the original signatures.

The program contact identified on the Transmittal Cover Sheet will be the individual who is informed electronically and by mail as changes occur, and to whom the review feedback will be sent. Program sponsors are strongly urged to consult the CTC web site, [www.ctc.ca.gov](http://www.ctc.ca.gov), for updates relating to the implementation of new single subject matter standards and programs.

Each proposal must be organized in the following order:

- Transmittal Cover Sheet
- Table of Contents
- Responses to Preconditions, including course lists, units and descriptions
- Responses to each Common Standard and each Program Standard, including all Required Elements

The response to the standards must:

- include evidence (i.e., syllabi, course materials, program data, etc.) supporting the responses to the standards. The evidence sections should be tabbed and labeled in order to assist the reviewers in finding the appropriate supporting documentation (e.g., course numbers, document names, etc.) The supporting evidence should also be cross-referenced within the response.
- provide numbering on each page, preferably in the footer

### **3. Developing Responses to the Standards**

#### **a. Responses to the Common Standards.**

The Commission adopted 10 standards that relate to program design and structure for programs in *all* single subject disciplines.

Standard 1	Program Philosophy and Purpose
Standard 2	Diversity and Equity
Standard 3	Technology
Standard 4	Literacy
Standard 5	Varied Teaching Strategies
Standard 6	Early Field Experiences
Standard 7	Assessment of Subject Matter Competence
Standard 8	Advisement and Support
Standard 9	Program Review and Evaluation
Standard 10	Coordination

An institution's program application should include a subject-specific reply to each of the Common Standards, 1 through 10. Program sponsors may choose to submit a separate response to the Common Standards developed individually for each of the subject matter content areas contained in the program application. As an alternative to this approach, however, a program sponsor may choose instead to submit a more generic response to the ten Common Standards.

In a "generic response," the program sponsor would describe how credential preparation programs in all subjects will meet the ten standards, if the information is the same across all of the subject matter content areas contained in the program application. A "generic response" should include sufficient information to enable an interdisciplinary panel of reviewers to determine that the ten Common Standards are met for each subject area for which approval is requested. If a program sponsor submits a generic response to the Common Standards and that response is deemed to meet the standards, the program sponsor would not have to subsequently include a separate response to the Common Standards for any subject area that had been included in the generic response.

Regardless of the approach to the Common Standards selected by the program sponsor, there are certain institutional mechanisms that could nonetheless be common to all subject matter programs. For example, the type and/or level of institutional support for academic programs, as referenced in the Common Standards for technology or diversity and equity, could apply to all of the sponsor's subject matter programs. At the same time, however, both of these standards (and

many others) also require a measure of subject-specific program information in order to provide a complete picture to the reviewers.

#### **b. Responses to the Program Standards**

Program proposals should provide sufficient information about how the program intends to deliver content consistent with each standard so that a knowledgeable team of professionals can determine whether each standard has been met by the program. The goal in writing the response to any standard should be to describe the proposed program clearly enough for an outside reader to understand what a prospective teacher will experience, as he or she progresses through the program in terms of depth, breadth, and sequencing of instructional and field experiences, and what he or she will know and be able to do and demonstrate at the end of the program. Review teams will then be able to assess the responses for consistency with the standard, completeness of the response, and quality of the supporting evidence.

The written text should be organized in the same order as the standards, including the required elements. Responses should not merely reiterate the standard. They should demonstrate how the standard will be met by describing both the content and processes that will be used to implement the program and by providing evidence to support the explanation. The written text may be organized in a variety of ways. Both holistic and element-by-element responses, as well as a combination of these approaches, are acceptable. Whatever the organizational format, the text must reference all required elements, or address them specifically. ***Responses that do not address each standard and its required elements will be considered incomplete.***

Lines of appropriate supporting evidence will vary with each standard. Some examples of supporting evidence helpful for review teams include:

- Charts and graphic organizers to illustrate program organization and design
- Descriptions of faculty qualifications, including vitae for full time faculty
- Course or module outlines or showing the sequence of course topics, classroom activities, materials and texts used, and out-of-class assignments
- Specific descriptions of assignments and other formative assessments that demonstrate how prospective teachers will reinforce and extend key concepts and/or demonstrate an ability or competence
- Documentation of materials to be used, including tables of contents of textbooks and identification of assignments from the texts, and citations for other reading assignments.
- Current catalog descriptions.

#### **4. Packaging a Submission for Shipment to the Commission**

Please **do not**:

- Use foam peanuts as packaging material
- Overstuff the binders. Use more binders if necessary. No binders larger than 3 inches will be accepted.
- Overstuff the boxes in which the binders are packed, as these may break open in shipment



**Phase III Single Subject Matter Program Sponsor  
Transmittal Cover Sheet  
(Page 1 of 2)**

- **Date:** \_\_\_\_\_
- **Sponsoring Institution:** \_\_\_\_\_
- **Submission Type(s)** Place a check mark in the appropriate box.

Agriculture Subject Matter Program	
American Sign Language Subject Matter Program	
Business Subject Matter Program	
Health Science Subject Matter Program	
Home Economics Subject Matter Program	
Industrial and Technology Education Subject Matter Program	

- **Program Contacts:**

1. \_\_\_\_\_ Name

Title \_\_\_\_\_

—

Address \_\_\_\_\_  
—

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_  
\_\_\_\_\_

E-mail \_\_\_\_\_

**Phase II Single Subject Matter Program Sponsor  
Transmittal Cover Sheet  
(Page 2 of 2)**

Name \_\_\_\_\_

Title \_\_\_\_\_

Address \_\_\_\_\_

\_\_\_\_\_

Phone \_\_\_\_\_ Fax \_\_\_\_\_  
\_\_\_\_\_

**E-mail** \_\_\_\_\_

**Chief Executive Officer** (*President or Provost; Superintendent*):

Name\_\_\_\_\_

Address\_\_\_\_\_

—

\_\_\_\_\_

—

Phone\_\_\_\_\_Fax

\_\_\_\_\_

E-  
mail\_\_\_\_\_

***I Hereby Signify My Approval to Transmit This Program Document to the California Commission on Teacher Credentialing:***

**CEO**

**Signature**

\_\_\_\_\_

**Title**

\_\_\_\_\_

\_\_\_\_\_

**Date**\_\_\_\_\_

\_\_\_\_\_